DOCUMENT RESUME

ED 464 008 SO 033 720

TITLE	Unit Planning Grids for Visual Arts--Grade 9-12 Basic.
INSTITUTION	Delaware State Dept. of Education, Dover.
PUB DATE	2002-03-00
NOTE	21p.; For additional Delaware unit planning grids for visual arts, see SO 033 711-721.
AVAILABLE FROM	Delaware State Department of Public Instruction, P.O. Box 1402, Federal and Loockerman Streets, Dover, DE 19903. Tel: 302-739-4601; Fax: 302-739-4654. For full text: http://www.doe.state.de.us/.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Academic Standards; *Art Activities; High Schools; *Planning; Public Schools; *State Standards; Student Educational Objectives; *Visual Arts
IDENTIFIERS	*Delaware; Performance Indicators

ABSTRACT

This planning grid for teaching visual arts (basic) in grades 9-12 in Delaware outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, and processes to create works of art and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects. themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 9 – 12 Basic

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SO 033 720

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March 2002

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VISUAL ARTS UNIT PLANNING - GRADES 9-12 BASIC

Standard 1: **Students will select and use form, media, techniques, and processes to create works of art and communicate meaning.**

A. Students will analyze different types of media, techniques, and processes used to create various art forms.

B. Students will analyze the relationship between various media, techniques, and processes and their effects used to communicate specific ideas in works of art.

C. Students will refine skills in the use of media, techniques, and processes to create various art forms.

D. Students will utilize the unique characteristics of media, techniques, and processes to enhance the communication of ideas and experiences in relation to intended meaning or function in various art forms.

E. Students will use media and tools in a safe and responsible manner.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.601	explain similarities and differences of a broad range of types of media, techniques, technologies, and processes used to create various art forms.																		
9.602	identify the unique characteristics of specific media required to produce desired results.																		
9.603	identify the unique functions of techniques and processes required to achieve desired results.																		
9.604	apply knowledge of media, techniques, technologies, and processes to evaluate and make selections which fit predetermined criteria for creating works of art.																		
9.605	analyze the relationship between various media, techniques, technologies, and processes and the effects produced by their use to communicate specific ideas in works of art.																		
9.606	demonstrate increased understanding and improved skills in the use of a broad range of media to create various art forms.																		
9.607	utilize the unique characteristics of media, techniques, technologies, and processes to enhance communication of ideas and experiences in various art forms according to intended meaning or function.																		

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9.608	solve visual arts problems by creating computer generated works of art.																			
9.609	comply with rules and regulations related to work habits, health, and safety.																			

VISUAL ARTS UNIT PLANNING - GRADES 9-12 BASIC

Standard 2: **Students will create ways to use visual, spatial, and temporal concepts in creating works of art.**

A. Students will analyze how the visual components of art and design applied through various media, techniques, and processes produce different effects.

B. Students will evaluate works of art in terms of the use of the organizational components of art and design, expressive features, and functions or purposes.

C. Students will formulate ideas, plan, and integrate visual, spatial, and temporal concepts with subjects, themes, symbols, or ideas to improve communication of intended meaning in their works of art.

D. Students will create and use relationships among the visual and organizational components, sensory and expressive qualities, and functions or purposes to solve specific visual arts problems.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.610	analyze and compare the properties of color and how they can be used to establish depth, mood, and emphasis in their own works of art.																		
9.611	analyze the uses of line as a means of creating space, volume, texture, movement, pattern, and shape in a variety of media, techniques, and processes.																		
9.612	recognize, analyze, and identify variations and arrangements of two-dimensional shapes and three-dimensional forms that serve as a basic structure of all things in natural and man-made environments.																		
9.613	examine the ways that space is created in two-dimensional shapes and three-dimensional forms.																		
9.614	describe the relationship between values in the use of color, space, and form.																		
9.615	investigate the unique qualities of both visual and tactile textures in various art forms.																		
9.616	select organizational components to incorporate in their work for intended purposes and support their decisions as to the effectiveness of																		

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	their choices.																			
9.617	recognize and analyze the effect that contrast has on the expressive impact, functions, and purposes of works of art.																			
9.618	identify and compare the effect that emphasis has on the expressive impact, functions, and purposes of works of art.																			
9.619	recognize and analyze the effect that pattern/repetition has on the expressive impact, functions, and purpose of works of art.																			
9.620	analyze the effect that movement and rhythm have on expressive impact, function, and purpose in works of art.																			
9.621	understand how the effective use of organizational components contributes to the achievement of unity within works of art.																			
9.622	demonstrate how the formulation and planning of ideas through the integration of visual and organizational components and spatial and temporal concepts improves the communication of intended meaning in students' works of art.																			
9.623	formulate ideas, plan, and integrate visual, spatial, and temporal concepts with subjects, themes, symbols, or ideas to improve communication of intended meaning in their works of art.																			
9.624	use visual and organizational components of art and design with knowledge of how sensory qualities and features evoke intended responses to solve specific visual arts problems.																			

VISUAL ARTS UNIT PLANNING - GRADES 9-12 BASIC

Standard 3: **Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.**

A. Students will determine the origin of possible subjects, themes, symbols, problems, or ideas for use in creating works of art for an intended purpose.

B. Students will identify and integrate a variety of sources for subjects, themes, symbols, problems, or ideas in works of art to make selections which best communicate an intended meaning.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.625	distinguish between the various options that are possible within a wide range of subjects, symbols, problems, or ideas which can be used to create works of art.																		
9.626	incorporate subjects, themes, symbols, problems, and ideas into their own works of art.																		
9.627	illustrate how subjects, themes, symbols, problems, and ideas are used in their works of art.																		
9.628	justify the selection of specific subjects, themes, symbols, problems, or ideas for use in creating works of art to achieve intended meaning or purpose.																		

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VISUAL ARTS UNIT PLANNING - GRADES 9-12 BASIC

Standard 4: Students will understand the visual arts in relation to diverse cultures, times, and places.

A. Students will investigate the functions of the arts in society and ways the visual arts have an impact (e.g., social, political, economic, religious, individual).

B. Students will compare and contrast characteristics and purposes of works of art from a variety of cultures, times, and places.

C. Students will describe the function and explore the meaning of specific works of art within varied cultures, times, and places.

D. Students will analyze how factors of cultures, times, places, and the visual arts influence each other.

E. Students will identify and differentiate among a variety of historical and cultural contexts in terms of functions and purposes of works of art.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
9.629	identify functions of the arts in society and ways the visual arts have an impact on them as individuals across cultures, times, and places.																		
9.630	compare and contrast historical aspect of works of art in diverse cultures and places.																		
9.631	differentiate between the characteristics of artworks in specific cultures, times, and places.																		
9.632	analyze how factors of culture and the visual arts influence each other.																		
9.633	analyze how factors of time and the visual arts influence each other.																		
9.634	analyze how factors of place (geographic location) and the visual arts influence each other.																		
9.635	compare and contrast how works of art can serve different functions or purposes depending on historic, cultural, or geographic context.																		

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VISUAL ARTS UNIT PLANNING - GRADES 9-12 BASIC

Standard 5: **Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.**

A. Students will analyze different ways the visual arts provide unique modes for expressing ideas, actions, and emotions; and evaluate their effective use for communication.

B. Students will understand and apply visual arts vocabulary when observing, describing, analyzing, interpreting, and evaluating works of art.

C. Students will determine the intentions of an artist in creating a particular work of art and evaluate the artist's effectiveness in communicating ideas and emotions or fulfilling a particular purpose.

D. Students will interpret possible meanings of works of art by analyzing how specific works are created and how they relate to historical and cultural contexts.

E. Students will analyze how various individual responses to the characteristics of a work of art can serve as means for interpreting that work.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.636	investigate and discuss the various approaches used by artists to convey ideas, actions, and emotions in particular works of art and determine if those approaches effectively achieved the desired results.																		
9.637	understand and use visual arts vocabulary when observing, describing, analyzing, interpreting, and evaluating works of art.																		
9.638	understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places.																		
9.639	identify and discuss the intent for the creation of a selected work of art and evaluate the artist's effectiveness in achieving its particular purpose.																		
9.640	compare how works of art are created and relate to experiences within specific historical and cultural contexts in order to interpret possible meanings, purposes, or functions.																		
9.641	understand that characteristics of the work can elicit various responses and interpretations of that work of art.																		
9.642	discuss the factors that influence an individual interpretation of a work of																		

art.

VISUAL ARTS UNIT PLANNING - GRADES 9-12 BASIC

Standard 6: Students will understand the visual arts in relation to other disciplines.

A. Students will compare the use of technologies, media, and processes of the visual arts with those of other arts disciplines.

B. Students will analyze and compare the characteristics of the visual arts within a particular historical period or style with ideas, issues, or themes in the humanities, sciences, or other areas.

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work force and improves the quality of everyday life.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
9.643	understand the similarities and differences in the use of technologies, media, and processes of the visual arts with those of the other arts disciplines.																		
9.644	analyze and compare the characteristics of the visual arts within a particular historical period with the ideas, issues, and themes in the humanities, sciences, or other areas.																		
9.645	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																		

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